

**QUARTERLY REPORT**  
**# 6**

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**EDUCATION POLICY & INSTITUTIONAL ADVISOR**

**JANUARY - MARCH 2002**

Basic Education and Policy Support (BEPS) Activity  
United States Agency for International Development  
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## GLOSSARY

AED	- Academy for Educational Development
BEPS	- Basic Education & Policy Support
BOG	- Board of Governors
CCT	- Coordinating Center Tutors
CE/TE	- Commissioner of Education/teacher Education Department
CPD	- Continuous Professional Development
DEO	- District Education Officer
DE/MOES	- Director of Education/ Ministry of Education & Sports
DHS	- Demographic Health Survey
DIS	- District Inspector of Schools
DP	- Deputy Principal
EIC	- Equity in the Classroom
EMIS	- Education Management & Information Systems
EPD	- Education Planning Department
<b>EPIA</b>	- <b>Education Policy &amp; Institutional Advisor</b>
<b>EPRC</b>	- <b>Education Policy Review Commission</b>
<b>ESC</b>	- <b>Education Service Commission</b>
ESCC	- Education Sector Consultative Committee
<b>ESIP</b>	- <b>Education Strategic Investment Plan</b>
<b>FA</b>	- <b>Funding Agencies</b>
GOU	- Government of Uganda
HOP	- Head of Programme
HT	- Head Teacher
ITEK	- Institute of Teacher Education Kyambogo
JICA	- Japanese International Co-operation Agency
LC	- Local Councilor
MOES	- Ministry of Education & Sports
NGO	- Non Governmental Organization
NTC	- National Teacher's College
O/DP	- Outreach/Deputy Principal
PCV	- Peace Corp Volunteer
P/DP	- Pre-Service Deputy Principal
P/PE	- Pre-primary and Primary Department
PTC	- Primary Teacher College
PTE	- Primary Teacher Education
SMC	- School Management Committee
SOW	- Scope of Work
SUPER	- Support for Uganda Primary Education Reform
TDMS	- Teacher Development Management Systems
TDMP	- Teacher Development Management Plan
TOF	- Training of Facilitators
UBOS	- Uganda Bureau of Statistics
UPE	- Universal Primary Education
USAID	- United States Agency for International Development

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## **BASIC EDUCATION AND POLICY SUPPORT [BEPS]**

### **Quarterly Performance Report: January - March, 2002**

**Contractor:** Creative Associates International, Inc.  
**Contract #:** BEPS/Uganda Project # 748-05  
**Position:** Education Policy & Institutional Advisor  
**Reporting Period:** January - March, 2002

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## **1. INTRODUCTION**

This report has been prepared by the Education Policy & Institutional Advisor and is submitted as a quarterly report, which covers the period January - March, 2002. The report is organized into four major sections: Introduction, which includes the background and scope of work; Progress & Accomplishments; Challenges & Emerging Issues; and plans for the next quarter.

### **1.1 BACKGROUND**

The overall purpose of the Basic Education and Policy Support [BEPS] Project is to assist developing and newly independent nations to improve the quality, access, management and effectiveness of their educational systems, particularly basic education. The project goals are to:

- Improve the quality, efficiency, access and equity of education, particularly basic education.
- Support educational policy dialogue and reform.
- Carry out restorative and beneficially additive basic education, educational policy and planning activities in crisis countries.

The main goal of the Education Policy & Institutional Advisor is to contribute to the improvement of quality basic education in Uganda, while preserving and increasing the level of access and persistence. The specific tasks to be achieved by the advisor are provided in the next section entitled, scope of work.

## **1.2 SCOPE OF WORK**

The specific tasks of the Education Policy & Institutional Advisor (EPIA) are listed below:

- Extend the Teacher Development Management System [TDMS] to 5 new Primary Teachers Colleges [PTC] and complete Nation-wide implementation of TDMS.
- Monitor the impact of TDMS by routinely visiting the field.
- Strengthen linkages between the PTCs and their respective districts at the local government.
- Train facilitators to train, Head Teachers in basic management skills.
- Work with staff in P/PE department of Ministry to improve quality of instruction in classrooms through appropriate classroom interventions.
- Increase persistence and improve performance of girls through creation of child-friendly school environments.
- Assist MOES to Increase its focus on Primary Education for orphans and vulnerable groups
- Work with staff in P/PE department of Ministry to promote and assess new approaches to Universal Primary Education [UPE] for example AB EK, COPE, Multi-grade teaching.
- Design and improve teacher training materials by working continuously with the Institute for Teacher Education in Kyambogo [ITEK].
- Submit quarterly reports on progress and activities completed.

## **2. ACCOMPLISHMENTS & PROGRESS IN FIRST QUARTER**

In this section the specific tasks of the EPIA as per the scope of work, are addressed with regard to the accomplishments and progress in this quarter.

### **2.1 TDMS Expansion & Monitoring**

#### ***Goal***

Extend the Teacher Development Management System [TDMS] to new Primary Teachers Colleges [PTC] and Monitor the impact of TDMS.

#### ***Objectives***

- Monitoring the Impact of Reform Activities.
- PTC Support to institutionalize TDMS activities.
- Monitoring Start-up of the residentials.
- PTC, CCTs, Districts implementation supervised.

#### ***Activities Undertaken***

During this quarter the EPIA has worked collaboratively with, the MOES departments, of Teacher Education, Primary Education and Education Planning Department. In addition, ITEK, select District Administrators and the PTCs, were met in the institutionalization of TDMS components. The activities undertaken by the EPIA are listed below:

- Participated in the National TOF for the residentials.
- Serve on the National Coordination Committee for Management Training.
- Facilitated at the Nakaseke January Management Training.
- Residential monitored - for the PTE in-service students.
- Attending & participating in the meetings for administrator's planning.
- Residential monitored - for the HT- Management training.
- Monitoring of the CCTs in selected PTCs.
- Organized and participated in Inter-PTC seminar in Buvuma Islands.
- Supervision of the PTC based TOF.
- Capacity building with the new admin in 4 core PTCs.

### ***Achievements***

Issues highlighted below were gathered from monitoring of TDMS activities, PTC residentials, review of documents and staff meetings. The achievements are based upon the set priorities of MOES.

**TABLE 1: Achievements**

TOPIC	ACHIVEMENTS		
1. Monitoring the January Residentials at the PTC. One of the issues requiring serious follow-up is the attendance of tutors at the activities.	Kitgum	Arua	Canon Apollo
	Shimoni	Nyondo	Bishop Willis
	Bishop Stuart	Kabale-Bukinda	Kibuli
	Bushenyi	Gulu	Loro
	Bulera	Nakaseke	Kabulasoke
	Mukuju	Soroti	Moroto
	Ndegeya	Busuubizi	St Alloysius
	Ibanda	Ladonga	
	These 23 institutions held their January residential for the second in-take of HTs on the TDMS management course. In addition there were PTE –In service residential training in all phases. The PTCs are working intensively to prepare the year II students for their final exams in May 2002. Comprehensive remediation sessions were organized for both the In-service and Pre-service candidates in Math, English and Science.		
2. REGIONAL SEMINAR	During this quarter the EPIA organized an Inter-PTC Seminar for 3 Core PTCs. This took place on the Buvuma Islands and allowed for the new PTC administrators to work with their counter-parts and this unique seminar offered the opportunity for the participants to note the organization of training with multiple objectives and targeting various stakeholders. The collaboration of the district officials and the LCs was also modeled.		
	The PTCs involved include: Shimoni PTC Busuubizi PTC Kibuli PTC		



<p><b>3. NEW CORE PTCS</b></p>	<p>During the course of the term the EPIA has worked with the following new PTCs in Phase 6:</p> <p><b>* Ibanda Core PTC - Mbarara District</b> Monitoring the January Residentials at the PTC. One of the issues requiring serious follow-up is the attendance of tutors at the activities. An administration meeting was held to guide the New Outreach staff on their roles and to set strategies for the term.</p> <p><b>* Kibuli Core PTC - Kampala District</b> Intensive support has been given to the new Outreach Deputy since she had been promoted from being a CCT to an O/DP and had to be trained on management skills. An area of urgency is for Kibuli PTC to develop a TEAM approach to the TDMS activities. More support needs to be provided to the Outreach component. To date the O/DP has NOT reached the CCs in the Kibuli catchment area, due to the lack of transport. This requires immediate follow-up. In addition, the CCTs at Kibuli PTC need to be appraised on their performance.</p> <p><b>* Busuubizi Core PTC - Mubende District</b> The EPIA has supported this team throughout the term. The 3 HOPs met periodically to build on their capacity and support their efforts. In addition, their plans for residentials were reviewed and modifications made. The O/DP was delayed in taking up his position at the PTC. It should be noted that there exists numerous vacancies in Mubende District. There is also a notable difference in the performance and support of the Kiboga district and Mubende district officials. The EPIA will be working more intensively with the Mubende group during the next term.</p> <p><b>* St Alyosius Core PTC - Kumi District</b> The EPIA has worked with the PTC staff in supporting their start-up activities. The January Residentials at the PTC were monitored. One of the issues requiring comment is the good attendance of HTs at the residential the activities. Moreover, the DIS of Kumi is commended for his attendance and support of the TDMS training.</p>
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#### **4. CRITICAL ISSUES NEEDING FOLLOW-UP**

- Timely release of funds to conduct National TOFs and the PTC based residentials
- There continues to be lack of modules for the PTE-In Service Students and the HTs on the TDMS course.
- In order to enable the TDMS system to operate effectively and to achieve its objectives efficiently the HOPs at the 23 PTCs need to be reinstated to manage these programmes.
- There needs to be an intensification of Supervision by the districts of all education activities. It should be noted that HTs have reverted to their trend of high absence from their schools, and districts need to follow-up on this.
- HTs need to intensify their supervision of their teachers, to ensure that TDMS professional development courses are being implemented in the schools.
- Many CCTs & pre-service tutors have not yet accessed the payroll.
- UPE releases and accountability needs to be more timely and posting of the financial accounts needs to be reinforced at schools.
- Rationalization of the CC boundaries to make the cluster size more manageable for the CCT coverage
- Delays in the validation exercise of the tutors [1 year delay] has created long standing vacancies in the pre-service and outreach programmes in 90% of the PTCs.

## 2.2 Head Teacher – Management Training

### **Goal**

*Train facilitators to train Head teachers in Basic Management Skills*

### **Objectives**

- Design implementation Plan for the HT Management course.
- Plan & conduct national TOF for 23 PTCs.
- Train PTC facilitators during national TOF.

### **Activities Undertaken**

- Serve on the National Taskforce for Management training.
- Identification of lead officers in PPE/Dept & ITEK.
- Organized and conducted Coordination meetings.
- Review of Materials.
- Served as national facilitator to train PTC staff at TOF

### **Achievements**

All 23 PTCs participated in the January National TOF for the HT Management.

During the National TOF, the participants were exposed to a selection of strategic topics, which had then been conducted by the CCTs for the HTs in their respective catchment areas. These topics included:

- Personnel management
- Record Keeping
- Implementation of curriculum
- Setting School Mission Statements
- Designing a school development plan
- Working with Staff to set up school committees
- Developing school objectives with SMC & Staff

During the term, the EPIA monitored the following institutions to review the HT Management training implementation:

Shimoni	Kibuli	Bushenyi
Busuubizi	Nyondo	Bishop Stuart
St Allyosius	Mukuju	Bishop Willis

## 2.3 Development of child-friendly school environments

### *Goal*

Increase persistence and improve the performance of girls through the creation of child-friendly school environments.

### *Objectives*

- Participate in the National Workshop on the Structuring of the Gender Framework.
- Review of documentation and reports.
- Monitoring the Impact of Reform Activities.

### *Activities Undertaken*

The EPIA has worked collaboratively with the MOES departments, Education Planning Dept, particularly on assisting the new members of the policy unit. This was done to update the new staff and identify specific gaps so that the tasks can be focused on the field needs.

### *Achievements*

- During this quarter the main achievements are listed in the table below:

*Table 2: Childhood Friendly - Achievements*

TOPIC	ACHIEVEMENT
<b>Girls Can Do It</b>	Participated in a workshop in the Eastern region with a focus on Gender issues. The training of both CCTs and Pre-service tutors was focused on the Integration of Issues from the Girls Can Do It Manual. This was useful since the teacher trainers were now able to have uniform content to impart to their student teachers.
<b>Straight Talk</b>	Reviewed the strategic plan of the NGO – Straight Talk to integrate the Gender messages into the monthly supplement. The dissemination and use of the material by pupils will be coordinated by CCTs in the TDMS system.

## **2.4 Promote & Assess Activities to support UPE**

### ***Goal***

Work with PPE dept staff to improve the quality of instruction in classrooms through appropriate classroom interventions.

### ***Objectives***

- A sub-sector needs assessment found that focus was required in the area of Curriculum – volume II
- Strategic Planning, Programme development, monitoring and evaluation for Implementation of the New Curriculum was needed

### ***Activities Undertaken***

In working with the DE/MOES during this quarter the EPIA was able to accomplish the following specific activities. These activities undertaken by the EPIA are listed below:

- Served on the National Coordination Committee.
- Participated in the Strategic planning for the Regional training -with NCDC; PPE Dept; TE Dept & ITEK.
- Facilitated at the national training.
- Monitored Region training in Central & Eastern Uganda.

### ***Achievements***

Below is an integration of the issues gathered by the EPIM Advisor during the monitoring of the Regional Trainings attended:

#### **The objectives of the ToF were:**

- Induct participants on how to train Head teachers and teachers in managing instructional materials in Schools.
- Equip participants with knowledge and skills on use of textbooks and non-textbook materials in primary schools.
- Provide participants with the new primary school curriculum Volume I and II teacher guides and training modules.
- Orientate participants on using the training modules for teachers.

- Enable participants develop an implementation action plan for their respective college/centers.

### **Topics covered**

The following were the topics covered during the training of trainers:

- Implementing the New Primary School Curriculum.
- Use of textbooks.
- Non-Textbook Materials.
- Managing Instructional Materials in Schools.
- Developing work plans.

### **Methodology**

The mode of presentation was through Team Teaching using the listed methods:

- Brainstorming
- Group discussion
- Question and answer method
- Demonstrations
- Plenary
- Role play
- Game situation.

### **Major products of the Workshop**

- 1) Report
  - Activities for each day.
  - Issues raised by the participants.
  - Suggestions/recommendations.
  - Areas of emphasis by the facilitators/solutions.
- 2) Revised training sessions
- 3) Individual College Work plans
- 4) Samples of instructional materials made by participants e.g. Stock register, stock shelves, reading booklets etc.

## **Critical Issues/Challenges raised in the Regional Workshop on the Implementation of the New Primary School Curriculum**

### **A. Issues Related to Materials**

1. Need for Volume II to be distributed.
2. Timing and distribution of:-
  - New Cycle of Textbooks.
  - Non-Textbook Materials – Lower Primary kits.
  - All 4 Teachers Modules i.e. Curriculum Implementation, Textbooks, Non-Textbook materials and Storage and Stock Management.
3. Ratio of Non-Textbooks Materials per school/per class.
4. Use of existing stock of textbooks for training.
5. Modules need editing.
6. Only Government of Uganda schools are provided with materials/books.
7. Need to look into subsidizing the cost of books/materials for Private Schools.
8. Training Session Plans to be sent to each Core PTC.
9. Special Needs Education-SNE to be addressed.

### **B. Issues related to implementation**

1. Funds for the field training of teachers.
2. Need for visits to districts by Curriculum task force members to support/monitor.
3. Need for ADVOCACY by MoES/Districts on New Curriculum.
4. As per the communication from Permanent Secretary/Education and Sports.
  - 7 subjects for academic year 2002
  - All subjects are examined in 2003
5. Timeframe of 10 May 2002 for completion of training/orientation of all teachers to be strictly adhered to.
6. Issues of the time table still to be resolved locally e.g. PAPE has 5 periods for 2 subjects and allocation of time needs to be addressed.
7. During training there need to be improvisation of materials given the absence/delays of materials.
8. Districts have the flexibility to modify the sections of “background” and “justification” in the modules to suit their district context.
9. All the teachers in both Government of Uganda and private schools should receive training.
10. Need to have a realistic Joint PTC/District Implementation Action Plan for the term.
11. Monitoring and Evaluation plans need to be developed for multiple levels finalize and implemented in a timely manner.

### **C. Policy Issues**

1. Review of District Staff Establishments.
2. Support staff needed for Stock management at Primary Schools i.e. Store Keeper or Librarian.
3. Need for Local Language Boards to establish.
4. Rationalization of CC Boundaries to ensure effectiveness of TDMS.
5. SFG Grants to be increased to include budget for Safe and Suitable Storage.
6. ESC to speed up validation exercise to enable vacancies at PTCs to be filled.
7. CPD and Community Mobilization to receive funding through the TDMS budget.
8. Materials developed for Special Needs Education-SNE to be addressed.
9. Issues of selection of Local Languages for Municipalities and districts needs further guidelines.
10. Harmonization of PTC/PTE curriculum required.
11. Measurement of the New Curriculum in December 2002.

#### **2.5 Increase Focus on Primary Education for Vulnerable Groups**

##### ***Goal***

Assist MOES to Increase its focus on primary education for orphans and vulnerable groups

##### ***Objectives***

- Identify the current activities & districts most in need.
- Develop the concept paper for the disadvantaged policy framework.
- Review of documentation and reports.
- Collaborate with SNE/G&C sub-sector to identify the central activities.
- Identify NGOs, Donors, CBOs working in these areas.

##### ***Activities Undertaken***

The EPIA participated in the following activities in collaboration with the DE/MOES and the SNE/G&C desk officer in charge of the component. These activities were:

- Working with colleagues to draft the concept paper.
- Assisting with the preparations for the consolidated details of the different groups.
- Attended and participated in all taskforce meetings.
- Reviewed documents and reports from the field.
- Participated in meetings with Consultants.
- Assisted in the Pre-ESR document preparations.



### *Achievements*

The table below illustrates the target groups and the districts covered.

*Table 3: Vulnerable Groups - Achievements*

<i>Programs</i>	<b>COPE</b>	<b>ABEK</b>	<b>MUBENDE NFE</b>	<b>CHANCE</b>	<b>BEUPA</b>
<i>District</i>	Bushenyi Masaka; Arua Kamuli; Nebbi Kisoro; Mbarara Kalangala Mubende	Kotido  Moroto	Mubende	Nakasongola	Kampala
<i># learners</i>	12,372	11,204	15,842	2,300	2,380
<i># teachers</i>	372	392	320	63	N/A

## **3. CHALLENGES & EMERGING ISSUES**

### **3.1 TDMS Implementation Issues Issues for the Attention of the MOES**

- **Production of Modules**

MOES needs to address the production of the modules for PTE –In-service and Ht Management training. The impact of the abolishing of cost-sharing at tertiary institutions is now being realized in the field. The issues related to the component of the second intake of PTE students and HTs into the TDMS training needs to be urgently addressed. Although training has gone ahead in the 23 PTCs, the required modules for the students have not been produced. Given that the TDMS model is based on the distance education format, the modules are critical to the students study.

- **Re-Instating Head Of Programmes [HOP]**

The Re-instating of the HOPs in the Core PTCs has to be followed up urgently. In view of the national training of all teachers on the new curriculum, the in-service training of the 30,000 new teachers to be recruited and the 6000 HTs enrolled on the Management course; the TDMS system to be utilized as the training modality, these HOPs would be required to provide quality training & support to the new recruits. This issue was also supported in the external evaluation report on TDMS.

*[issue persists from last year]*

- **Rationalization of Boundaries**

The rationalization of the PTC and CC boundaries becomes imperative in light of the creation of the 5 new Core PTCs, approved by cabinet. In order for there to be equitable distribution of CCs per district and PTC there should be rationalization of boundaries. In addition, in order to improve on quality of CCT supervision coverage of Schools and professional support to teachers, the larger CCs with schools in excess of 20, should be divided. This needs to be addressed, prior to the outreach activities being initiated in the new Core PTCs.

*[issue persists from last year]*

- **ESC Validation Exercise**

The ESC validation exercise needs to be reinitiated and efficiently executed in a timely manner. There are numerous vacancies in all PTCs, which negatively impacts the student's performance. Current emphasis has been on addressing teacher wastage and poor performance. There needs to be urgent redeployment of tutors to PTCs. In attempting to improve the quality of PTC trainings & face to face teaching there needs to be staff development of all tutors and intensification of supervision and monitoring at all levels. *[pending for 1 year]*

#### 4. FOCUS AREAS FOR NEXT PERIOD

**EPIA: Renuka Pillay**

- **Period Covers – April 2002 to June 2002**

*Table 4: Focus*

ACTIVITY	PERIOD
1. ESCC Meetings	April May June
2. Monitoring the Development of Child-Friendly Schools	Whole Term
3. USAID Follow-Up	Whole Term
4. PTC & district Support, residential, and field monitoring: Ibanda                      Kibuli Busubuzi                  St Aloysius	Whole Term

Shimoni Bishop Stuart Nakaseke Soroti	Nyondo Kabale-Bukinda Kabulasoke Mukuju	
5. ESIP Review		April
6. Head Teacher management training		Whole Term
7. PTE In-service Training		Whole Term
8. Implementation of new curriculum		Whole Term
9. Financial Management		Whole Term
10. Activities to promote focus on the disadvantage & vulnerable groups		April
11. Non Formal education promotion & assessment		April May
12. Consultant Support		Needs Basis

## **APPENDIX 1**

### **CONSULTATIVE MEETINGS EPIA Quarter: January 2002 – March 2002**

**CONSULTATIVE MEETINGS**  
**EPIA**  
**Quarter: January 2002 – March 2002**

#	ORGANIZATION	NAME	REMARKS
1.	FENU	Susan Kajura	NGO Collaboration in Education Activities
2.	NCDC	Prof. Mutebi	Primary Education Curriculum Reform
3.	Save the Children USA	Bonita M.	Non –formal basic Education
4.	Peace Corp	Saranga Jain	Developing Guidelines for Research
5.	ITEK	Alex Kibuuka	Registration & Certification of HTs
6.	ITEK	Mr. Eldad Kateshumba	Head Teacher Training
7.	UNICEF	Dr. Sebeso	Developing Child Friendly schools
8.	USAID	Dr. Sullieman Barr	DISH Project – Review of TDMS model for Health
9.	Creative Associates	Don Graybill	BEPS Supervision
10.	Aga Khan Foundation	Julian Tetlow	Project Director setting alliance with TDMS in Kila District
11.	EUPEK	Dr. Lawrence K.	Developing Research Proposals for Educational improvement
12.	East Africa -AKF	Dr. Michael Cage	Regional Researcher – Integration of TDMS

## **APPENDIX 2**

### **SEMINARS & NATIONAL WORKSHOPS EPIA Participation as Facilitator & TA Quarter: January 2002 – March 2002**

**SEMINARS, CONFERENCES & NATIONAL WORKSHOPS**  
**EPI A Participation as Facilitator & TA**  
**January 2002 – March 2002**

#	ACTIVITY	FOCUS
1.	<b>Raider Hotel – Seeta</b>	MOES has set up a National task force for the Issues of the Disadvantage groups. The EPIA is a member of this Task force and participates in the required activities. The EPIA was involved in the preparation of the Draft Policy for the Disadvantaged Groups. To be discussed in the April ESR.
2.	<b>Tall Cottages</b>	TE /Department held a Retreat for the review of the Teacher Development Management Plan [TDMP]. The EPIA participated in the retreat and the document was in its semi-final form. This was one of the deliverables for the April ESR.
3.	<b>Buvuuma Islands-Namulongwe CC</b>	A Joint Supervision Initiative was introduced for this exercise with the Shimoni PTC administration; Mukono district officials & MOES officers. In addition, the activity had a component of Inter-PTC collaboration since the sister PTCs of Busuubizi and Kibuli; which are in Phase 6 participated. Emphasis was placed on the training of stakeholders on the New Curriculum and on CPDs and peer group meeting for HTs.
4.	<b>Head Teacher Management Training Workshop</b>	ITEK hosted a 3 day workshop for the HT Management national TOF. This included the following: <ul style="list-style-type: none"> <li>• Preparation of the materials</li> <li>• Coordination of time Tables</li> <li>• Planning for the 23 PTCs</li> <li>• Training of Facilitators</li> <li>• Review of training sessions</li> </ul>

<b>5.</b>	<b>ESCC Meetings</b>	EPIA attended all the scheduled ESCC meetings in this quarter. All preparation meetings to the April ESR were also participated in on a MOES needs basis.
<b>6.</b>	<b>Nakaseke PTC - National training for CCTs</b>	Coordination ITEK on the training offered to the tutors, CCTs, the residential training and the national TOFs for all 23 Core PTCs. Emphasis, on phase 5 and 6 for CCT training.
<b>7.</b>	<b>Hotel Africaana – Gender Workshop</b>	MOES through the PPE/Dept held a 3 day workshop to review the Gender documents and to draft out a framework for the Integration of Gender issues into the Curriculum and MOES departments. The EPIA participated in this workshop.
<b>8.</b>	<b>National TOF for PTE – In-service Residentials under TDMS</b>	ITEK hosted a 3 day workshop for the HT Management national TOF. This included the following: <ul style="list-style-type: none"> <li>• Preparation of the materials</li> <li>• Coordination of time Tables</li> <li>• Planning for the 23 PTCs</li> <li>• Training of Facilitators</li> <li>• Review of training sessions in</li> </ul>
<b>9.</b>	<b>Nakaseke : Writing workshop &amp; National TOF</b>	<p>A partnership between IMU/MOES in conjunction with TE/Dept &amp; PPE/Dept held a 2 week writers workshop on the preparation of the following materials:</p> <ul style="list-style-type: none"> <li>• Text Book Module &amp; Teacher's Guide</li> <li>• Non-Text Book Learning Materials &amp; Teachers Guide</li> <li>• Stock Management &amp; Teachers Guide</li> </ul> <p>The Post writer workshop saw the national ToF being completed with 150 participants from the 45 National PTCs.</p>



10	<p style="text-align: center;"><b>ACTIVITY FOCUS</b></p> <p style="text-align: center;"><b>National Curriculum Initiative</b></p>
	<p>This quarter saw intensive efforts on the part of MOES National Curriculum Task force, the PTCs, CCTs and District officials in orienting the teachers on the New Curriculum Volume II. The EPIA serves as the Co-Chair person for the MOES National Curriculum Taskforce and participated in all planned Activities in the MOES and upcountry.</p> <p>During this period there</p> <ul style="list-style-type: none"> <li>• Pre Planning Sessions with Director of Education; NCDC; PPE &amp; TE/Dept.</li> <li>• DFiD Preparatory Meetings</li> <li>• National Curriculum Taskforce Meetings</li> <li>• Facilitated at Writers Workshop</li> <li>• Member of the Coordination Committee of the TA</li> <li>• Participated as a national Facilitator in the TOF</li> <li>• Served as the USAID liaison with MOES</li> <li>• Served as editor for the TA Writing Team</li> <li>• Coordination of the 4 Regional Workshops</li> <li>• Monitored 2 regional Workshops for Eastern and Central Regions</li> <li>• Provided Feedback and reported to PS &amp; De/MOES on Implementation Issues &amp; Areas needing further improvement</li> </ul>